

CULINARY ARTS II CURRICULUM

(Refer to the [Curriculum Template Explanation](#) document while writing curriculum)



CULINARY ARTS



Grade Level(s): 9 - 12

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Course Description: Culinary Arts II is a semester-based course that builds on foundational skills developed in Culinary Arts I. Students refine their kitchen safety and sanitation practices, master a broader range of food preparation techniques, and explore topics in hospitality and food presentation. The course emphasizes critical thinking, collaboration, and real-world application through hands-on cooking labs and participation in school-based catering events.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Kitchen Safety, Sanitation and Kitchen Overview	Why are safety and sanitation essential to every step in food preparation?	Maintaining a safe, clean, and well-organized kitchen is fundamental to all culinary practices and is essential for preventing foodborne illnesses, ensuring efficiency, and upholding public health standards.	TCC4(9-12), CCE3(9-12), DE4(9-12), TI1(9-12), P1(9-12)
Starch Identification and Cookery	How do different starches (e.g., rice, pasta, potatoes) influence the flavor, texture, and structure of a dish and why is it important to understand the cooking properties of various starches?	Starches are foundational ingredients in global cuisines, and understanding their characteristics, functions, and cooking methods allow chefs to build structure, balance, and variety in culinary creations.	TCC3(9-12), TI2(9-12), P4(9-12), CCE4(9-12)
Vegetable Identification and Cookery	How do cooking methods affect the nutritional value, texture, and color of vegetables as well as understanding seasonality and sourcing when preparing a menu.	Vegetables contribute essential nutrients, color, texture, and flavor to dishes, and mastery of preparation and cooking techniques enhances both the taste and nutritional value of meals.	TCC1(9-12), DE1(9-12), AA2(9-12), CCE3(9-12)
Soups	How do different cultural traditions influence the ingredients and preparation of soups?	Soups are versatile dishes that reflect cultural identity and culinary skill, and their preparation reinforces	TCC2(9-12), CCE1(9-12), TI2(9-12), AA3(9-12)



	What foundational culinary skills are demonstrated through soup-making?	foundational techniques like flavor development, knife skills, and cooking methods.	
Salads and Dressings	<p>What is the relationship between texture, temperature, and flavor in successful salad composition?</p> <p>How do emulsions function in salad dressings, and why are they important?</p>	A well-composed salad demonstrates balance in texture, flavor, and presentation, while dressings introduce essential culinary principles such as emulsification and seasoning.	DE2(9-12), TCC3(9-12), TI3(9-12), AA1(9-12)
Fruit Identification and Preparation	<p>What are the best practices for selecting, storing, and preparing fresh fruit?</p> <p>Why is understanding ripeness and seasonality critical in fruit preparation?</p>	Fruits offer natural sweetness, acidity, and nutrition to dishes, and proper selection, handling, and preparation techniques enhance their appeal and culinary use in both savory and sweet contexts.	CCE1(9-12), DE4(9-12), TI3(9-12), P2(9-12)
Comfort Foods	What emotional and cultural significance do comfort foods hold in different communities?	Comfort foods evoke emotion and tradition, often reflecting cultural, familial, and regional heritage, and provide opportunities for chefs to innovate while honoring authenticity and nostalgia.	CCE3(9-12), TI1(9-12), P2(9-12), TCC4(9-12)
Hospitality, Table Service and Guest Relations	<p>How does professional service impact a guest's dining experience?</p> <p>What communication and etiquette</p>	Exceptional hospitality and attentive service are as vital to the dining experience as the food itself, requiring strong interpersonal skills,	DE4(9-12), CCE1(9-12), CCE2(9-12), TI4(9-12), AA1(9-12)

	skills are essential in hospitality roles?	professionalism, and an understanding of guest needs.	
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Unit 1 - Kitchen Safety, Sanitation and Kitchen Overview

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standards

E. Food Safety: Evaluate factors that affect food safety, from production through consumption.

11. Determine conditions and practices that promote safe food handling, production, and consumption.
12. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
13. Describe food borne illness as a health issue for individuals and families.

G. Safety Issues: Demonstrate procedures applied to safety issues.

16. Demonstrate procedures applied to safety issues.
17. Demonstrate skills in safe handling of knives, tools, and equipment.
18. Examine procedures for safe and secure storage for equipment and tools.

H. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.
20. Explain and demonstrate methods for properly handling and storing both raw and prepared foods.
21. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.
22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

I. Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment.

23. Describe and demonstrate techniques for operating tools and equipment following safety procedures.
24. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
25. Describe and demonstrate the proper procedures for storing equipment and tools.

B. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

3. Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
4. Describe food service management safety and sanitation program procedures.
5. Demonstrate good personal hygiene and health procedures and report symptoms of illness.
6. Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
 TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
 CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
 DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
 TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
 P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that...

- Food safety and sanitation are foundational to any culinary environment.
- Proper equipment use and safety measures prevent accidents and contamination.
- Understanding basic kitchen systems are essential for efficient culinary operations.

Essential Questions:

1. How do sanitation and safety protocols impact food quality and health?
2. What foundational knowledge must a chef have before beginning food preparation?
3. Why are knife skills critical to kitchen safety and culinary outcomes?

Students will know...

- The difference between cleaning and sanitizing
- Sources and prevention of foodborne illness
- Parts of a standard recipe
- Common kitchen tools and their maintenance

Students will be able to...

- Identify and prevent cross-contamination
- Demonstrate proper hygiene and food handling
- Safely use and store knives and equipment
- Convert recipe measurements

Key Vocabulary: Sanitation, Cross-contamination, Mise en place, Knife cuts, Danger zone, Cleaning vs Sanitizing, Equipment Storage, Food Storage, Pathogens, Potentially Hazardous Foods

Assessment Evidence

Performance Tasks:

Summative: Sanitation and Safety Test
 Formative: Pasta with Pink Sauce lab (graded on knife skills, recipe reading, sanitation, safety, team work)

Other Evidence:

Interim: Safety and sanitation group case study
 Formative: Equipment identification worksheet
 Formative: Kitchen lab pretest worksheet

Learning Plan

- Pretest and discussion CCE3(9-12)
- Schema Activator: Demonstration table with sanitation tools and kitchen items for discussion TI1(9-12)
- Food safety videos, group discussion, CIA video CCE3(9-12)
- Identify and demonstrate knife skills and safe equipment usage CC4(9-12)
- Lab: Pasta with pink sauce CCE3(9-12) DE4(9-12)
- Written test and group case study TCC4(9-12) P1(9-12)

Teacher Resources:

The Culinary Professional textbook, CIA Video: "Sanitation is not an Option", Safety & Sanitation Study Guide, Other resources will be added as needed to accommodate current industry trends.

Unit 2 - Starch Identification and Cookery

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

34. Describe and demonstrate the process for preparing baked goods and desserts.

35. Describe and demonstrate the process for preparing eggs, grains, and batter products.

36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

<ul style="list-style-type: none"> • CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions. 	
Understandings: Students will understand that... <ul style="list-style-type: none"> • Different starches require specific preparation and cooking methods. • Cooking method and liquid to rice ratios affect texture, nutrition, and visual appeal. • Accurate recipe interpretation is essential to successful food preparation. 	Essential Questions: <ol style="list-style-type: none"> 1. Is all rice the same? 2. Are all potatoes the same? 3. Do the same ratios and methods apply to all starches? 4. How does cooking technique affect the nutritional and sensory properties of starches?
Students will know... <ul style="list-style-type: none"> • Common varieties of potatoes and rice and their appropriate uses • Moist and dry heat cooking methods for starches • The effect of preparation techniques on nutrient retention 	Students will be able to... <ul style="list-style-type: none"> • Identify, store, and cook rice and potatoes using appropriate methods • Demonstrate correct cooking ratios and methods for starches • Apply sanitation procedures during preparation and cleanup
Key Vocabulary: Starch, Simmer, Pilaf, Steaming, Nutrient retention, Variety, Parboil, Al dente, Ratio, Stock, Broth, Bran layer	
Assessment Evidence	
Performance Tasks: Summative: Stir-Fried Rice Lab Interim: Baked Stuffed Potato Lab Formative: Spanish Rice, Dirty Rice, Au Gratin and Whipped Potato labs	Other Evidence: Formative: Unit Pre-Test Interim: Written assessment on starch types, techniques, and tools
Learning Plan	
<ul style="list-style-type: none"> • Schema Activator: display of potato varieties and rice types for discussion TCC3(9-12) • Demonstrations: Cutting potatoes, Instructor and student demonstration of all rice dishes TI2(9-12) • Stir-Fried Rice Lab, Baked Stuffed Potato Lab, Spanish Rice Lab, Dirty Rice Lab, Au Gratin and Whipped Potato Labs P4(9-12) • Slideshow presentation, Study Guide and Class Discussion CCE4(6-8) • Written quiz and exit slip CCE4(6-8) 	
Teacher Resources: The Culinary Professional textbook, Slideshow presentation with video vignettes, Recipe conversion and nutrition comparison charts, Other resources will be added as needed to accommodate current industry trends.	

Unit 3 - Vegetable Identification and Cookery

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

34. Describe and demonstrate the process for preparing baked goods and desserts.

35. Describe and demonstrate the process for preparing eggs, grains, and batter products.

36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

<ul style="list-style-type: none"> AA2(9-12): I can assess my past successes and mistakes to change my approach. CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products. 	
Understandings: Students will understand that... <ul style="list-style-type: none"> Cooking methods affect the flavor, texture, and nutrition of vegetables. Knife skills impact safety and efficiency in preparation. Seasonality and color, inform the visual and nutritional appeal of a dish. 	Essential Questions: <ol style="list-style-type: none"> How important is it to recognize and properly cook vegetables? Are vegetables always healthy regardless of how they're prepared? What is the difference between dry and moist heat cooking for vegetables? What are the differences between vegetables and fruit?
Students will know... <ul style="list-style-type: none"> Cooking methods for various vegetables Knife cuts appropriate for different recipes Flavor, color, and nutrition principles in vegetable preparation 	Students will be able to... <ul style="list-style-type: none"> Prepare vegetables using blanching, shocking, roasting, and braising techniques Apply advanced knife skills to vegetable prep Plate and evaluate vegetable dishes for appeal and quality
Key Vocabulary: Blanch, Shock, Concasse, Braise, Sauté, Sweat, Seasonal, Al dente, Color retention, Chiffonade, Julienne, Small/Medium Dice	
Assessment Evidence	
Performance Tasks: Summative: Ratatouille Lab Interim: Stir-Fried Szechuan Green Bean lab Formative: Corn Fritter lab	Other Evidence: Formative: Vegetable Pre-Test and discussion Interim: Written Quiz
Learning Plan	
<ul style="list-style-type: none"> Schema Activator: unusual vegetable table display and discussion DE1(9-12) Knife skill demonstration and cutting practice TCC1(9-12) Labs: Corn fritter, Stir-fried green bean, and ratatouille TCC1(9-12) CCE3(9-12) Slideshow, instructional videos and study guide AA2(9-12) Written quiz and vegetable pre-test discussion DE1(9-12) 	
Teacher Resources: The Culinary Professional textbook, Knife skills videos, Vegetable identification cards, Other resources will be added as needed to accommodate current industry trends.	

Unit 4 - Soups

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

31. Describe and demonstrate the process for preparing various stocks, soups, and sauces.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that... <ul style="list-style-type: none"> • Soups are categorized by preparation, origin and texture (clear, purée, cream, unusual). • Stocks and broths are foundational to soup flavor. • Temperature control and timing are essential to quality and safety. 	Essential Questions: <ol style="list-style-type: none"> 1. Are all soups the same? 2. How do you thicken and flavor a soup without compromising taste and nutrition? 3. What defines a regional or cultural soup?
Students will know... <ul style="list-style-type: none"> • How to prepare stock and broth • Soup classifications and preparation techniques • Safe cooling, storage and reheating procedures 	Students will be able to... <ul style="list-style-type: none"> • Prepare a variety of soups including cream, speciality and clear • Identify, prepare and use thickening agents • Present soups attractively with garnishes
Key Vocabulary: Mirepoix, Broth, Stock, Roux, Slurry, Purée, Simmer, Sweat, Sachet, Translucent, Knife skills	
Assessment Evidence	
Performance Tasks: Summative: Maryland Corn Chowder Lab Interim: Puree of Lentil Soup Lab Formative: Group Case Study	Other Evidence: Interim: Cream of Broccoli Soup and Chicken Noodle Soup Labs Formative: Pre-test Interim: Written Assessment on soup terminology and preparation
Learning Plan	
<ul style="list-style-type: none"> • Schema Activator: Canned Soup, Stock and Broth display and discussion CCE1(9-12) TCC2(9-12) • Demonstrations: cutting mirepoix and demonstration each category of soup TCC2(9-12) • Soup Labs AA3(9-12) • Pre-Test and discussion CCE1(PK-2) TI2(9-12) 	
Teacher Resources: The Culinary Professional textbook, CIA instructional videos, Other resources will be added as needed to accommodate current industry trends.	

Unit 5 - Salads and Dressings

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

33. Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.

36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

20. Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that... <ul style="list-style-type: none"> • Salads serve different purposes in meals (appetizer, side, main course, dessert). • Dressings influence nutrition, presentation, texture and guest perception. • Proper sanitation is essential in salad prep. 	Essential Questions: <ol style="list-style-type: none"> 1. What are the different purposes of salads on a menu? 2. Are all salad greens the same? 3. What defines a well-balanced and sanitary salad? 4. Do all salads contain lettuce?
Students will know... <ul style="list-style-type: none"> • Types of greens and common salad categories • Emulsion and dressing preparation • The difference between bound and marinated salads • Proper storage and serving techniques 	Students will be able to... <ul style="list-style-type: none"> • Prepare tossed, bound, marinated and composed salads • Make vinaigrette and creamy dressings • Present salads with attention to detail and safety
Key Vocabulary: Vinaigrette, Emulsion, Mesclun, Romaine, Bound, Marinated, Salad Spinner, Garnish, Ratio	
Assessment Evidence	
Performance Tasks: Interim: Pasta Caprese Salad Lab Summative: Mediterranean Grain & Bean Salad Lab	Other Evidence: Formative: Salad Analysis Grid (Think/Pair/Share) Interim: Written assessment
Learning Plan	
<ul style="list-style-type: none"> • Schema Activator: comparing salad greens and oils/vinegars on demonstration table AA1(9-12) • Dressing demonstration and tasting analysis TCC3(9-12) • Lab rotations through various salad types AA1(9-12), DE2(9-12) • Salad Analysis Grid and discussion TI3(9-12) • Written Assessment AA1(9-12) 	
Teacher Resources: The Culinary Professional textbook, The Professional Chef textbook, Slideshow and Instructional videos, Other resources will be added as needed to accommodate current industry trends.	

Unit 6 - Fruit Identification and Preparation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

31. Describe and demonstrate the process for preparing various stocks, soups, and sauces.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

34. Describe and demonstrate the process for preparing baked goods and desserts.

36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that...

- Fruit selection and preparation are influenced by seasonality, purpose, and presentation.
- Proper handling and cutting techniques enhance flavor and appearance.
- Fruit-based dishes can serve as starters, entrees, desserts, or snacks.

Essential Questions:

1. Is the quality of fruit consistent all year?
2. How do cutting techniques affect flavor and presentation?
3. What are the major categories of fruit and how are they best prepared?

Students will know...

- Fruit classifications
- Garnishing tools and techniques
- Color preservation methods

Students will be able to...

- Prepare and present fresh fruit in a variety of formats
- Demonstrate proper cutting techniques
- Store and serve fruit safely and attractively

Key Vocabulary: Zest, Garnish, Segment, Supreme, Acidulated Water, Pith, Pulp, Peel, Core

Assessment Evidence

Performance Tasks:

Summative: Fresh Fruit Salad Lab

Other Evidence:

Formative: Garnishing and cutting demonstration worksheet
Formative: Student-created chapter quiz questions

Learning Plan

- Schema Activator: exotic fruit cutting demonstration, tasting and discussion DE4, TI3(9-12)
- Salad assembly and platter design CCE1(9-12)
- Student reflection and group quiz creation TI3 9-12)
- Garnishing and cutting demonstration worksheet P2(9-12)
- Fresh Fruit Salad Lab CCE1(9-12)

Teacher Resources: The Culinary Professional textbook, Garnishing tools and Food Garnishing text, Instructional videos, Other resources will be added as needed to accommodate current industry trends.

Unit 7 - Comfort Foods

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

31. Describe and demonstrate the process for preparing various stocks, soups, and sauces.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

34. Describe and demonstrate the process for preparing baked goods and desserts.

35. Describe and demonstrate the process for preparing eggs, grains, and batter products.

36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)
 CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
 TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
 P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
 TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Understandings: Students will understand that...

- Comfort foods reflect personal, cultural, and regional values.
- They can be adapted to meet modern nutritional standards.
- Recipe and portion adjustments influence health outcomes.

Essential Questions:

1. What defines a comfort food?
2. Can comfort foods be healthy?
3. How do tradition and memory influence food preferences?

Students will know...

- Characteristics and origins of comfort foods
- Recipe adjustment strategies for health-conscious meals
- Proper reheating and storage for leftovers

Students will be able to...

- Prepare and serve traditional comfort foods
- Adapt recipes using healthier ingredients and techniques
- Reflect on food’s emotional and cultural significance

Key Vocabulary: Comfort food, Nostalgia, Portion control, Saturated fat, Substitution, Satisfaction, Culture

Assessment Evidence

Performance Tasks:

Summative: Chocolate Lava Cake lab
 Interim: Yeast Raised Pizza and Sauce lab

Other Evidence:

Formative: Macaroni & Cheese lab
 Interim: Comfort Food Group Project

Learning Plan

- Entrance Slip: What is Comfort Food? CCE3(9-12)
- Comfort Food Group Project CCE3(9-12)
- Lab prep and collaborative cooking (CCE3) TCC4(9-12)
- Peer review and reflection TI1(9-12) P2(9-12)

Teacher Resources: The Culinary Professional textbook, The Professional Chef textbook, A Global Food textbook, Nutritional Analysis Chart, Other resources will be added as needed to accommodate current industry trends.

Unit 8 - Hospitality and Table Service

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- F. Career Paths: Analyze career paths within hospitality, food production and services, and food science.
14. Determine education and training requirements and opportunities for career paths in food production and services.
 15. Identify opportunities for employment.
- A. Career Paths: Analyze career paths within the food production and food services industries.
1. Explain the roles, duties, and functions of individuals engaged in food production and service careers.
 2. Summarize education and training requirements and opportunities for career paths in food production and services.
- F. Customer Service: Demonstrate the concept of internal and external customer service.
25. Demonstrate quality services that meet industry standards in the food service industry.
 26. Analyze the relationship between employees and customer satisfaction.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Hospitality involves anticipating and meeting guest needs with professionalism.
- Table setting, guest service, and communication are critical to the dining experience.
- Guest interactions shape reputation and return visits.

Essential Questions:

1. What makes someone feel like a guest vs. a customer?
2. What communication skills matter in hospitality?
3. How does professionalism impact service?

Students will know... <ul style="list-style-type: none"> • Front-of-house roles and responsibilities • Principles of professional guest interaction • Formal and informal table service styles 	Students will be able to... <ul style="list-style-type: none"> • Demonstrate proper table setting and service techniques • Interact with guests using professional language and demeanor • Reflect on hospitality as a transferable skill
Key Vocabulary: Hospitality, Guest vs. Customer, Mise en place, Table setting, FOH (front-of-house), BOH (back-of-house), Service etiquette	
Assessment Evidence	
Performance Tasks: Summative: Table Service project	Other Evidence: Formative: Table setting demonstration Formative: Guest service role-play scenarios Formative: Peer feedback and reflection sheet
Learning Plan	
<ul style="list-style-type: none"> • Entrance slip and discussion: personal best/worst dining experiences CCE1(9-12) • Role-play and team feedback cycles CCE2(9-12) • Table service during class meal, students rotate DE4(9-12) CCE1(9-12) • Feedback and reflection exercise TI4(9-12) CCE2(9-12) • Video analysis of real service interactions AA1(9-12) 	
Teacher Resources: The Culinary Professional textbook, The Professional Chef textbook, Video samples of table service techniques, Other resources will be added as needed to accommodate current industry trends.	